



**Greenhead College
Corporation**

SUPPORT TO STUDY POLICY

Reviewed January 2024

SUPPORT TO STUDY POLICY

1.0 Aims of the Policy and Procedure

- 1.1 Greenhead College is a sixth form college for full time students. One of the College's key principles is to ensure that the College 'create a safe space to grow and flourish' for all of its students and staff. The College recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness, mental health condition, well-being or financial circumstances. This might materialise through significant absence, limited engagement in learning, poor behaviour, or in other ways.
- 1.2 The primary aim of the 'Support to Study' procedure is, wherever possible, to support students to successfully complete their studies, positively overcoming any challenges relating to health and well-being. The 'Support to Study' procedure aims to ensure that the health, well-being, and educational considerations of a student are all properly taken into consideration.
- 1.3 The intentions set out in the 'Support to Study' procedure are to:
- Identify the factors which are preventing a student from being able to participate fully and satisfactorily in their academic studies.
 - Consider what support and adjustments might reasonably be provided to help a student to overcome any barriers.
 - To clarify College expectations with respect to attendance, engagement and behaviour, and engagement and cooperation with the support and adjustments implemented.
 - To establish appropriate points at which to review the student's participation in their academic studies.
 - To consider whether continued study in College is in the best interests of a student's health, well-being and education, where appropriate.

2.0 Engagement in On-site Learning

- 2.1 The effective provision of education to our students requires students to be physically present in College and in lessons, working collaboratively with their peers, and engaging face-to-face with their teachers.
- 2.2 The College has a responsibility to ensure that the educational provision it makes for young people is of a high quality. The College does not offer a distance learning provision. It is not possible to provide a high-quality educational experience to students that are not able to attend College or who wish to access lessons remotely, for example via digital means. As such, the College will not provide remote access to lessons upon request.
- 2.3 The College may consider exceptional cases for a very brief duration, where there is reasonable notice, and where this is not expected to be repeated, such as a short period of convalescence following surgery or where a student has an infectious disease but is otherwise well. Such decisions will be fully at the discretion of the College Leadership Team. Remote learning is not an appropriate, effective or sustainable model of educational delivery in cases such as unplanned absences, issues of long-term physical or mental ill-health, or in response to social and emotional needs.

3.0 Identifying Factors Preventing Participation

3.1 When identifying the factors which are preventing a student from being able to participate fully and satisfactorily in their academic studies, the College will explore whether there is evidence of:

- Safeguarding or welfare concerns
- A new or recurring disability
- Physical ill-health or a mental health condition
- Lack of understanding or disregard of the College's policies, procedures, or expectations
- Any other factor

3.2 These factors will be explored through dialogue with the student, parents, carers, College staff and information from relevant external professions where appropriate.

4.0 Support and Reasonable Adjustments

4.1 In order to consider the appropriate level of support that can be provided and develop a plan for that support, or to consider any appropriate adjustments, it is important that the student engages fully in discussion with the College. Students are central to these discussions.

4.2 There are many different ways in which the College may be able to provide additional support or make reasonable adjustments, and each situation and student will be considered individually. We are committed to exploring options, and listen to the views of students, parents, and carers, and to provide support and adjustments sensitively.

4.3 The College is committed to equal opportunities and aims to make its procedures easy to use and accessible. In responding to and managing situations where a student's health and well-being, or a disability, may present a barrier to their learning, the College will be mindful of the duty of care and of the obligations under the Equality Act 2010, including the duty to make reasonable adjustments.

4.4 There are sometimes limitations as to what support and adjustments the College can reasonably provide. Occasionally, there may be differing opinions about what constitutes a reasonable adjustment or reasonable support. When reviewing a suggested adjustment or support, the College will consider factors such as the extent to which the support and adjustments are likely to help the student to overcome the challenges they face, the extent to which the support and adjustment would be needed, the implications for other students and staff, the need to maintain academic standards and high-quality educational provision for all.

4.5 The College wants all students to complete their studies successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is unfortunately not possible at the College. In these circumstances the College will seek to establish a consensus about the best course of action wherever possible.

5.0 Supporting Professionals

5.1 We recognise that feedback from supporting professionals will often be very useful, but there may sometimes be limitations to this feedback. For example, a health professional can provide specialist information about a student's medical circumstances and treatment, and may make valuable recommendations for consideration, but might not necessarily be

best placed to make a judgement about what constitutes appropriate educational provision or reasonable adjustments in a particular context. Such judgements are ultimately the responsibility of the College.

6.0 Other Policy and Procedure Duties

- 6.1 The Support to Study Policy and procedure will be carried out in line with our Data Protection Policy, subject always to the College's duty of care to safeguard the welfare of students and responsibilities under the safeguarding policies and procedures. The College reserves the right to contact a student's parents/carers where it considers it has a responsibility to do so under the duty of care to safeguard them.
- 6.2 The use of the 'Support to Study' procedure does not preclude the concurrent use of disciplinary procedures if it is judged that there are additional issues of commitment and behaviour.

7.0 Students with and Educational Health and Care Plan (EHCP)

- 7.1 If a student has an EHCP and there are significant concerns about the student not participating fully and satisfactorily in their academic studies because of a new or recurring disability, illness or medical health condition, or well-being, we will arrange an early review of the EHCP and invite the local authority to participate. This review may be in conjunction with the commencement of levels of the Support to Study Procedure.
- 7.2 If a student is wishing to withdraw from study or take a break in learning with a view to restarting education at a later date, we would inform the Local Authority and they may recommend that we hold an early review. In some cases, it might be agreed for the College to be removed as the named provider.

8.0 Support to Study Procedure

Procedure

The procedure outlined below involves three distinct levels of intervention:

Level 1 - Initial concerns.

Level 2 - Serious and/or continuing concerns.

Level 3 - Very serious and/or sustained concerns.

Commencement of 'Support to Study' Levels

Where there is a significant concern about a student being unable to participate fully and satisfactorily in their academic studies because of a new or recurring disability, illness, mental health condition, or well-being, the first level of the 'Support to Study' procedure should commence.

The procedure would usually commence at Level 1. However, if the level of concern is judged to be very serious, the College may decide that the student needs to immediately commence the procedure at Level 2 or 3, as appropriate.

- The decision to commence **Level 1 or Level 2** can be made by a Senior Tutor, or a member of the College Leadership Team.
- The decision to commence **Level 3** must be made by a member of the College Leadership Team.

In exceptional cases where we consider that attending College may not be in the interests of a student's health and well-being, a student may be asked not to attend College until a meeting, as part of the 'Support to Study' procedure, takes place. The student must be reassured that this is not a disciplinary sanction and that they will remain a student at the College.

Whilst it is envisaged that such cases will be exceptional, the College reserves the right to vary the procedure outlined in the interests of fairness and/or health and safety.

Should a student and/or parent/carer be unwilling or unable to take part at any level of the procedure or to attend a meeting, the College may nevertheless follow the 'Support to Study' procedure and any planned meetings. In addition, it will consider any request from a student to proceed with a meeting in their absence and accept and consider written reports and/or a written statement from them. However, discussion and face-to-face dialogue are the best way to properly explore circumstances, needs and support. If a student chooses not to attend or engage fully in discussions about support and adjustments, there may be limitations as to the support and adjustments that can be reasonably considered and implemented. As such, there is a greater risk that concerns about full and satisfactory participation will persist and a student is likely to move through the levels of the procedure more quickly.

8.1 Level 1- Initial Concerns

The College considers that the student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or mental health condition, or well-being.

Level 1 is likely to be prompted by one or more of the following:

- Significant concerns about attendance, engagement or learning behaviours
- Serious concerns about a student's physical or mental health and well-being
- The student declares a new or recurring disability, illness or mental health condition
- A member of staff suspects a change in physical or mental health or well-being or is advised by a third party of a new or recurring disability, illness or mental health condition
- A student's conduct suggests a change or deterioration in their physical or mental health or well-being

Level 1 can be initiated by a Senior Tutor or a member of the College Leadership Team (CLT). An initial meeting should be arranged as soon as possible by the lead member of staff.

The following individuals would usually be invited to attend at an appointed time and date:

- The lead member of staff (Senior Tutor or CLT)
- The student
- The student's Personal Tutor
- Any other individuals that the lead member of staff feels would be appropriate to attend (e.g. parents / carers, additional learning support staff, Safeguarding Officer, individual teachers, or external professionals).

If the student and/or parents/carers decline or fail to attend or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

The lead member of staff should notify the student of the meeting and its purpose in writing, indicating that the meeting forms part of Level 1 of the 'Support to Study' procedure. This can be via email or Teams.

At the meeting, the lead staff member should:

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure
- Explain the concerns and the impact these may have on the student's ability to achieve a positive outcome from their programme of study, and provide the student with an opportunity to respond

Through discussion, the meeting should seek to:

- 1) Confirm the factors which are preventing the student from being able to participate fully and satisfactorily in their academic studies.**
- 2) Consider what support and adjustments might reasonably be provided to help the student to overcome any barriers.**
 - Review and consider the extent to which the student has engaged with any support already in place, and its impact
 - Where possible, support and adjustments should be agreed in the meeting and an action plan put in place. The primary aim of all concerned should be to try find a positive consensus about the best possible ways of supporting the student in their learning
 - Targets within the action plan should be SMART and where appropriate steps and guidance on how to achieve these should be added
 - Students, parents or the College may request further time to consider suggested support or adjustments beyond the meeting. An appropriate timescale, depending on the individual's need, should be agreed to either discuss further or for a decision about a suggested support or adjustment that needs further consideration
 - A student may decline suggested support or adjustments at this level if they do not feel it would be helpful to them, but we encourage students to carefully consider the professional guidance and suggestions of staff
 - The College may decline a suggested support or adjustment at this level if it does not feel it is reasonable but will consider all suggestions made
- 3) Clarify College expectations with respect to the student code of conduct (appendix 2), and engagement and cooperation with the support and adjustments implemented.**
- 4) Consider whether continued study in College, or on the student's current programme of study, is in the best interests of the student's health, well-being and education, where appropriate.**
 - In some cases, it might be in the interest of a student's health and well-being, or education, to choose to withdraw from their studies at the College either temporarily or permanently, or to make changes by mutual agreement to their programme of study. The College should work closely with a student to explore what options would

be available and to help the student make a fully informed decision. At level 1, the College will offer advice about these matters.

5) Establish appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and well-being, and to review the support and adjustments in place

Following the meeting, the lead staff member must:

- Provide a brief summary on Cedar on the student's pastoral log (this could include the action plan)
- Update CPOMS, where appropriate
- Email the student (and if appropriate parents) to summarise the outcomes of the meeting and provide a copy of the action plan and the review point date
- Ensure that the student is signposted to College support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary

If at the review points, following the implementation of the agreed support and adjustments, effective resolution of the concerns is not reached under Level 1 and there are still significant concerns that the student is not participating fully and satisfactorily in their academic studies, (including when a student does not participate in the procedure with good reason), the following options should be considered.

- Continuation of Level 1, where more time is considered appropriate,
- Commencement of Level 2

If at the review point it is appropriate to remove the student from Level 1, the Personal Tutor should continue to closely monitor.

8.2 Level 2 – Serious and/or Continuing Concerns

Level 2 of the 'Support to Study' procedure will usually commence when the student is still not fully or satisfactorily participating in their academic study, despite Level 1 intervention, or concerns about their health and well-being that are of a serious or potentially serious nature.

The member of staff that led Level 1 should discuss the case with a member of the College Leadership Team. That member of the College Leadership Team will determine whether it is appropriate to commence Level 2 and will determine who should be the lead member of staff for Level 2. In some cases, it may be appropriate for the member of staff that led Level 1 to lead Level 2.

Because of the potentially serious nature of the circumstances leading to commencement of Level 2, consideration must be given at all times to the health and well-being of the student, and any support that they may need to engage with the procedure. A Level 2 meeting with the student should take place as soon as is practicable. It is imperative that the meeting is convened in a timely manner to reduce the likelihood of the concerns increasing. In most cases, parents and carers will be invited to participate in a Level 2 meeting, and this will be determined by the lead member of staff.

The following individuals would usually be invited to attend at an appointed time and date:

- The lead member of staff (Senior Tutor or CLT)

- The student
- The student's Personal Tutor
- The student's parents/carers
- Any other individuals that the lead member of staff feels would be appropriate to attend (e.g. additional learning support staff, individual teachers, Safeguarding Officer or external professionals)

If the student and/or parents/carers decline or fail to attend or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

The lead member of staff should notify the student of the meeting and its purpose in writing, indicating that the meeting forms part of Level 2 of the 'Support to Study' procedure. This should be in a formal letter.

At the meeting, the lead staff member should:

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure
- Explain the ongoing concerns and the impact these may have on the student's ability to achieve a positive outcome from their programme of study, and provide the student with an opportunity to respond

Through discussion, the meeting should seek to:

1) Review and discuss further the factors which are preventing the student from being able to participate fully and satisfactorily in their academic studies and consider whether there are any changes since previous reviews

2) Review with the student the appropriate support and adjustments to help overcome any barriers

- To what extent are the current support and adjustments helping the student to overcome any barriers?
- Is the student fully engaging in the support and adjustments already in place?
- Do the current support and adjustments in place need to be changed in any way?
- Consider whether any further support or adjustments might reasonably be provided to help the student to overcome any barriers, does the action plan need to be updated to reflect these?
- Do any previously suggested support or adjustments that were not agreed need further discussion and consideration?
- Support and adjustments should be agreed in the meeting. The primary aim of all concerned should be to try to establish a consensus about the best possible ways of supporting the student in their learning.
- Students, parents or the College may request further time to consider suggested support or adjustments beyond the meeting. An appropriate timescale should be agreed to either discuss further or for a decision about a suggested support or adjustment that needs further consideration.
- A student may decline suggested support or adjustments at this Level if they do not feel it would be helpful to them, but we encourage students to carefully consider the professional guidance and suggestions of staff, particularly as concerns about full and satisfactory participation have become more serious.
- The College may decline a suggested support or adjustment at this Level if it does not feel it is reasonable but will consider all suggestions made.

3) Clarify College expectations with respect to the student code of conduct (appendix 2), and engagement and cooperation with the support and adjustments implemented.

4) Consider whether continued study in College, or on the student's current programme of study, is in the best interests of the student's health, well-being and education, where appropriate.

- In some cases, it might be in the interest of a student's health and well-being, or education, to choose to withdraw from their studies at the College, either temporarily or permanently, or to make changes by mutual agreement to their programme of study. The College should work closely with a student to explore what options would be available and to help the student make a fully informed decision. Where there is mutual agreement about the best way to proceed, the College will implement any agreed changes or process a withdrawal.
- If in the professional judgement of the College a student is declining a course of action that the College strongly feels is likely to have a positive impact on the student's education, health or well-being, the College may make recommendations to the student. Possible examples (non-exhaustively) include:
 - A recommendation to change a student's programme of study, for example by transferring from one course to another or by adjusting the number of subjects studied
 - A recommendation to engage in particular forms of support or to consider specific adjustments
 - A recommendation to an educational pause, with a view to restart an appropriate programme the following September or at an agreed point in time [subject to the student's health and well-being at the time]
 - A recommendation to explore alternative provision or options that are better able to meet the student's needs

5) To establish appropriate points at which to review the student's participation in their academic studies, to further consider the student's health and well-being, and to review the support and adjustments in place.

Following the meeting, the lead staff member must:

- Provide a brief and sensitive summary on Cedar under the pastoral log thread.
- Formally write to the student to summarise the outcomes of the meeting, providing a copy of a new or updated action plan.
- Update CPOMS, where appropriate
- Ensure that the student is signposted to College support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary.

If at the review points, following the implementation of the agreed support and adjustments, effective resolution of the concerns is not reached under Level 2 and there are still significant concerns that the student is not participating fully and satisfactorily in their academic studies, (including when a student does not participate in the procedure with good reason), the following options should be considered:

- Continuation of Level 2, where more time is considered appropriate,
- Commencement of Level 3

If at the review point it is appropriate to return the student to Level 1, the Personal Tutor and Senior Tutor should continue to closely monitor.

8.3 Level 3 – Very Serious and/or Sustained Concerns

Level 3 of the 'Support to Study' procedure will usually commence when the student is still not fully or satisfactorily participating in their academic study, despite Level 2 intervention, or if there are concerns about their health and well-being that are of an extremely serious or potentially extremely serious nature.

In most cases, by Level 3, a significant period of time and a significant number of support and adjustments are likely to have been considered or introduced. As such, if concerns remain about a student's participation in academic study, then there may be reasonable doubts as to whether continued study at College, or with the current programme, is viable and in the best interests of the student's health, well-being or education. In some cases, it may be that the College is not the most appropriate provider to meet the student's needs. If a student does continue their studies, it is likely that much more significant changes, support or adjustments will be required, within the limitations of what can reasonably be provided.

The member of staff that led Level 2 should discuss the case with the Deputy Principal who will determine whether it is appropriate to commence Level 3 and will determine who should be the lead member of staff for Level 3. This will usually be a member of the College Leadership Team and in some cases, it may be appropriate for the member of staff that led Level 2 to lead Level 3.

Because of the potentially serious nature of the circumstances leading to commencement of Level 3, consideration must be given at all times to the health and well-being of the student, and any support that they may need to engage with the procedure.

A Level 3 meeting with the student should take place as soon as is practicable. It is imperative that the meeting is convened in a timely manner to reduce the likelihood of the concerns increasing. If agreed by the student, or in the opinion of the lead member of staff, necessary to protect the student's health, well-being and education, parents/carers should be informed and invited to attend. In most cases, parents and carers are likely to be invited to participate in a Level 3 meeting, and this will be determined by the lead member of staff.

The following individuals would usually be invited to attend at an appointed time and date:

- The lead member of staff and/or the Deputy Principal
- The student
- The student's Personal Tutor and/or the Senior Tutor
- The student's parents/carers
- Any other individuals that the lead member of staff feels would be appropriate to attend (e.g. additional learning support staff, individual teachers, Safeguarding Officer or external professionals)

If the student and/or parents/carers decline or fail to attend or are unable to attend despite reasonable attempts to provide a timely opportunity, the meeting may go ahead in their absence.

The lead member of staff should notify the student of the meeting and its purpose in writing, indicating that the meeting forms part of Level 3 of the 'Support to Study' procedure. This should be in a formal letter.

At the meeting, the lead staff member should:

- Reassure the student that this is a supportive procedure and not part of the disciplinary procedure
- Explain that the serious concerns about the student's participation are to such an extent that there may be questions about the viability of continued study, or a need for very significant changes, support or adjustments to support a successful outcome

Through discussion, the meeting should seek to:

- 1) Consider whether there are any changes in the circumstances, health and well-being of the student since previous reviews, and the factors affecting the student's participation in academic study**
- 2) Enable the lead staff member to make an evaluation, in their professional judgement, of whether it is now in the best interests of the student's health, well-being and education to continue on the same programme of study at College.**

In the course of the meeting (or after a possible adjournment), the lead staff member may make recommendations from the options listed below.

- a) That the student **continues their education** at the College, subject to the support and adjustments that are mutually agreed through an action plan (wherever possible).
- b) That the student has an **educational pause and restart (appendix 1)**, subject to the arrangements that are mutually agreed (wherever possible).
- c) That the student **explores alternative provision (appendix 2)** or options that are better suited to meet the student's needs.
- d) In some cases, the lead staff member might determine an appropriate alternative to these options.

Following the meeting, the lead staff member must:

- Provide a brief and sensitive summary on Cedar under the pastoral log thread.
- Update CPOMS, where appropriate
- Formally write to the student to summarise the outcomes of the meeting, providing a copy of a new or updated action plan.
- Make any required arrangements for future discussions in the case of an educational pause and restart, or complete the student's withdrawal, if either is applicable
- Ensure that the student is signposted to College support services and any relevant external services, for example, their GP, for referral to CAMHS, Occupational Therapy etc, if necessary.
- Agree any further review points, in the case of continued study.

In the case of continued study, if at the review points, following the implementation of the agreed support and adjustments and any changes, effective resolution of the concerns is not reached under Level 3 and there are still significant concerns, further support, adjustments or changes will be considered. A student may choose to withdraw from College at any point. If the student indicates that they wish to withdraw, this withdrawal will be processed.

APPENDIX 1

Educational Pause and Restart

If an educational pause and restart is recommended and the student is in agreement that this is the best course of action, the lead member of staff will determine, through discussion with the student, the appropriate arrangements and any conditions, based on the individual circumstances.

An educational pause and restart will only be viable if the student restarts the year in September or begins a new Year 12 programme of courses in September if they are currently in Year 12. The student must be well enough to return to full time education. The student must not be 19 before they do this.

It is likely that further meetings will be needed with the student and the lead member of staff during the educational pause and prior to a restart. This will enable the College to review with the student their current health and well-being, so that the student and the College are both of the view that a return to full time study is appropriate and, in the student's, best interests. Any such review meetings will also provide opportunities to further consider issues such as the programme of courses the student will study, and any further support or adjustments. In some cases, we may request a letter from a medical professional which provides a professional judgement about the context of the student's health and well-being and their implications for a possible return to full time A-level study.

An educational pause and restart will not be possible or appropriate in all cases, such as where it is not judged to be in the student's health, well-being or educational interests, or because of other factors.

It is not possible for a student to restart their studies more than once.

If an educational pause and restart is not recommended by the lead member of staff but the student requests an educational pause and restart, this request should be given proper consideration. However, restarting a year or restarting with a different programme is not an entitlement for any student in any circumstances and such a request may reasonably be declined. If agreed, the lead member of staff will assess the appropriate arrangements and any conditions, based on the individual circumstances.

All the principles set out at Level 3 with respect to an educational pause and restart will also be applicable if an educational pause and restart is the outcome of discussions at Levels 1 or 2.

If an educational pause and re-start is agreed then the student will automatically be placed on level 1 of the support to study policy to enable a supportive transition process in returning to their studies and College life, this may include:

- Academic Skills sessions
- Subject support sessions
- Pastoral meetings with Personal Tutor to review transition and progress
- Support from the College Well-being Services

Exploring Alternative Provision or Options

Where the College, or the student, feels that alternative provision or alternative options might better suit the student's needs than continuing educational provision at the College, the College will take reasonable steps to help students explore suitable options with the student, to provide advice and guidance, and to provide reasonable assistance with transition. The College will

provide reasonable assistance to the student to support their next steps, for example by arranging a careers appointment or providing guidance about applications.

APPENDIX 2

Student Code of Conduct

At Greenhead College we aim to treat you as the young adults you are to support you in your studies with us. As a result, we expect respectful, mature, constructive relationships, communication, and behaviour from you. These are to be in keeping with our College's Principles and Purpose.

Our purpose: ***'Be exceptional'***.

Our principles:

Every person matters.

Students will:

- Respect the diversity of the College community, including fellow students, teachers, tutors, support staff, cleaners, etc.
- Demonstrate tolerance and respect to those of different ability, ethnicities, gender, sexual orientation, different faiths, beliefs or no beliefs.
- Behave courteously with members of the public and the local community, including our neighbouring residents and businesses.
- Be mindful of the language they use and be sensitive to the needs of everyone in the College community, including through electronic means.

Create a safe space to grow and flourish.

Students will:

- Wear their College lanyard at all times on the estate with their photo ID being clearly visible.
- Not bring non-Greenhead students or visitors onto the campus (unless invited in by College staff). These will be treated as trespassers and an infringement of our College-wide security.
- Not share or swap their College lanyard and photo ID.
- Show high standards of behaviour on site and follow instructions from members of staff.
- Contribute positively to an environment free from bullying and harassment.
- Respect the environment by disposing of their rubbish in bins or the correct recycling receptacle.
- Not add any graffiti to the College estate or our surrounding area.
- Treat College property with care, including classrooms, toilets, the library and study areas, and physical resources.
- Follow all procedures in relation to IT (also see Student Code of Conduct for MS Teams and Online Safety Policy).
- Ensure their own health and safety and the safety of others by heeding all notices around the College campus and alerting staff to any potential hazards that may occur.
- Not smoke or vape anywhere on College premises.
- Not enter the College site if under the influence of alcohol or drugs.

Be the best you can be.

Students will:

- Aim for 100% attendance to their lessons, tutorials, study support, enrichments and PaWS sessions.
- Arrange for parents/carers to contact the absence line to notify College of any authorised absences.
- Behave considerately and professionally in a way which is reflected in their language, dress and behaviour.
- Submit their own original work for homework assignments and coursework (NEA).
- Act on constructive feedback to improve their performance.
- Be a role model and ambassador for Greenhead College.
- Value themselves and respect others.
- Ask for help if they are struggling.

Pursue excellence.

Students will:

- Be proactive and take responsibility for their learning, including being prepared with the correct equipment and be appropriately dressed.
- Strive for high standards in their communication and behaviour.
- Utilise their study periods effectively so that course deadlines are met.
- Look for new opportunities to learn and grow and take advantage of the many extra curriculum activities on offer at Greenhead College and elsewhere.

Where students are in serious breach of what we expect of them, the Senior Leadership Team will have a meeting with them and parents/carers to reaffirm our high standards. College may refer to the use of the Student Re-engagement Policy and the Fitness to Study Policy to further inform and guide consequences.

Every case will be treated on its merits, but the following are examples of serious misconduct which could result in a suspension from College or, if more extreme, students may be permanently excluded:

- Bringing non-Greenhead students or visitors onto the campus and thus infringing College security.
- Sharing or swapping College lanyards and photo ID.
- Any form of violent and/or intimidating behaviour or behaviour which is likely to lead to violence, whether in college or reported outside of College.
- Discriminating language or behaviour that fails to respect fellow students and staff's ethnicity, gender, ability, sexual orientation, belief or non-belief.
- Any form of bullying (including cyber bullying), harassment or offensive behaviour.
- Swearing and use of inappropriate language is not permitted in College.
- Any actions that endanger the safety and security of the college community and site.
- Malpractice with regards to College based assessments, examinations, and coursework (NEA).

This policy replaces the College Fitness to Study Policy and has been developed to reflect the growing and diverse needs of the College community. It provides a structured, personalised, and collaborative process for students and staff to work towards effective re-engagement with academic studies and College life.

“This policy has been impact assessed to ensure it complies with all aspects of Diversity and Inclusion. Members are reassured that this policy is compliant with current equality legislation”.

<i>Author:</i>	<i>Claire Parr Director of SEND & Inclusion</i>
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